**K-5 ELA Lesson Plan**

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| **Teacher:**  **Bartell, Brown, Weaver** | | **Grade: 2** | | | **Date(s)**: 8/27 |
| **Unit Title: A Story to Share** | | | **Corresponding Unit Task: Task One Story Map** | | |
| **Essential Question(s): How does asking and answering questions help me understand key ideas and details while I read?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * **Chart Paper** * **Markers** * ***Ronald Morgan*** * **Pencils** * **Paper** * **Art supplies** * **Document camera** * **Book baskets [biographies and character]** * **Student notebooks** * **Laminated STORY MAP anchor chart** * **Student copies of story map** * **5 Star Writer Checklist anchor chart** * **Individual Student 5 Star Writer Checklist** | | | | **key idea story**  **plot setting**  **major events topic**  **capitalization facts**  **context clues noun**  **conventions verb**  **punctuation opinion**  **details adjectives**  **adverbs period**  **question characters** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  xModeled  xShared  xxGuided Practice   * Independent | **Reading**  **Standards:**  **RL. 2.1 Ask and answer such questions as who, what, where, why and how to demonstrate understanding of key details in the text.**  **RL. 2.3 Describe how characters in a story respond to major events and challenges.**  **RL. 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**  **RL 2.7 Use the information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**  **L. 2.1 Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.**  **I Can Statement(s):**   * **I can identify all the elements of a story.** * **I can accurately describe my Story Map.** * **I can identify major events and challenges in a story.** * **I can share ideas about the ways characters respond to major events and challenges**   **Instructional Plan: [See below: Speaking/Listening]**   1. **Whole Group: Teacher read aloud: *Ronald Morgan by Patricia Reilly Giff*** 2. **Revisit text orally with whole group and model the STORY MAP structure on the anchor chart.** 3. **Special focus on PARTS of a story with emphasis on the CHARACTERS, Setting the PROBLEM, EVENTS, and the SOLUTION** 4. **Use the story theme working together to guide discussion about classroom rules and collaboration.** 5. **Partner/small group: Ask students to work with a partner and discuss some ways that individuals can help a team. Compare a team to a class of students[informally assess students conversation style]** | | | | |
| **Gradual Release of Responsibility:**  xModeled  xShared  xGuided Practice  xIndependent | **Writing**  **Standards:**  **W. 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**  **W. 2.8 Recall information from experiences or gather information from provided sources to answer a question.**  **L. 2.1 Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.**  **L. 2.2 Demonstrate command of standard English capitalization, punctuation, and SPELLING when writing**  **I Can Statement(s):**   * **I can demonstrate an understanding of character, setting and plot.** * **I can use my 5 Star Checklist when I write.**   **Instructional Plan:**  **1.Whole Group:**  Review the school pledge :  At Murphey Traditional Academy we:  Make RESPONSIBLE choices.  Treat others with RESPECT.  Always show SELF-CONTROL.  Discuss with students evidence in the text where Ronald Morgan made responsible choices.  **2. MODEL** the writing conventions for punctuation and grammar as responsible classroom choices are brainstormed and listed on chart paper.  3. **Independent Work**: Students will create a Responsible Choices Book. It will include 5 ways students can show responsibility in the classroom. Written and illustrated. | | | | |
| **Gradual Release of Responsibility:**  Modeled  xShared  xGuided Practice  xIndependent | **Word Study**  **Standards:**  **L. 2.2 Demonstrate command of standard English capitalization, punctuation, and SPELLING when writing**  **L.2.4a Use sentence level context as a clue to the meaning of a word or phrase.**  **I Can Statement(s):**   * I can learn new words by using clues in the sentence. * I can demonstrate an understanding of the vocabulary lesson words**.**   **Instructional Plan:**   1. Teacher will introduce three tier 2 vocabulary words from the selection. 2. clutching b. deserve c. certainly 3. **Model** how to draw and complete a vocabulary wheel. 4. **Guided Practice**: Together students and teacher will complete a word wheel for all three tier 3 vocabulary words.   **Independent Administer Primary Spelling Inventory** | | | | |
| **Gradual Release of Responsibility:**  xModeled  xShared  xGuided Practice  xIndependent | **Speaking & Listening**  **Standards: SL. 2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**  **[a.]Follow agreed upon rules for discussions…**  **[b.]Build on others’ talk in conversations by linking their comments to the remarks of others.**  **[c.]Ask for clarification and further explanation as needed about the topics and texts under discussion.**  **I Can Statement(s):**   1. **I can identify the challenges and events that effect the characters and their actions.** 2. **I can understand the character’s problem and identify the solution.** 3. I can follow the rules of discussion.   **Instructional Plan:**  **[See above: Reading Instructional plan]**   1. **Model story map.** 2. **Using the story map partners will face each other, knee to knee. Each person will take turns retelling the story. Partners will help each other if needed but must be a “good listener” when not reading.** | | | | |
| **Closing/Summarizing Strategy** | * **Evidence of independent work; participation in discussions; review of responsibility book.** * **Daily review of “I Can” statements** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students will begin to explore biographies and stories using book basket selections.** | | **Small group work and partner work to assist students with story map completion, rule book writing, and problem solution activity.** | | | **Vocabulary cards and Story Map Anchor Charts will be posted.** |
| **Assessment(s) & Reflection** | | | | | |
| * **Assessment(s): Assessments for these standards are integrated within the plan.** * **Dibels assessment and DRA assessments will be started this week.** * **Baseline Writing** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*